DOCUMENT RESUME

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TITLE	Fostering Creativity (Module 3 in Cluster VII "Special Skills" Teacher Education Module). Description of Teacher Inservice Education Materials.
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DESCRIPTORS	*Creative Activities; *Creative Development; Individualized Instruction; *Inservice Teacher Education; *Instructional Materials; *Learning Modules; Validated Programs

ABSTRACT

The described learning module is for the use of teachers who develop creative tendencies in students. Content areas include exploration, classroom learning environment, individual instruction, student responsibility, and independent study. Information is provided on the scope and sequencing of topics, activities, and resources involved in use of the module. Ordering information and a critique of the module are included. (JD)

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ED171694

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: FOSTERING CREATIVITY (Module 3 in Cluster VII "Special Skills" Teacher Education Module)

Publication Date(s): 1970 (revised from 1969 edition)

Intended Users: Preservice or inservice teachers interested in developing creative tendencies in students

Grade Level(s): Elementary to high school

Number: Two classroom teachers working as a team (with up to five teams as ideal)

Primary Focus: The intent is to stress that creative teaching should set up the conditions for drawing out and nourishing student's creative potential. Content areas include: exploration, classroom learning environment, individual instruction, student responsibility and independent study.

School subject(s) and/or inservice topic(s) covered:
Inservice topics: the understanding of creative teaching with ideas to facilitate them through demonstration (e. g., using exploration and individual instruction, setting up a classroom learning environment, and dealing with student responsibility).

What participant does in using the materials: Participant: 1.) reads and completes activities and test in Cluster VII, Module 3: "Fostering Creativity", 2.) views film "My Name is Children" (optional), and 3.) administers and records test "Thinking Creatively with Sounds and Words" (optional).

Note: this module's supplementary material has been suggested as replacements to materials suggested in the module which are not now available. The completion of the module requires four three-hour sessions.

Resources: Materials required include:
16 mm sound film projector,
Record player,
Module and consumable,
Film, "My Name is Children",
Manual for test booklets, and
Records (2).

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Describer critique:
This product attempts to clarify the notion of creativity in general and in the classroom specifically. By way of organizing a structure to foster creativity, the product becomes functional but in some ways limiting. Supplementary material herein suggested does not necessarily prove the best complement to the module.

SP014331

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(TS) Classroom Learning Environment
(TS) Divergent/Convergent Thinking
(II) Individual Instruction
(CM) Student Responsibility

TD

1.0 PURPOSES:

Rationale

This module has been designed to identify and underline the importance of creative abilities in the student.

Goals

It is intended for teachers seeking fundamental skills in fostering and encouraging creativity in their students.

Objectives

No specific objectives are given by the developers. However, by providing a framework of stimulating conditions, activities and methods of creative teaching, the product affords teachers with the tools for developing creative thinking in the classroom.

2.0 CONTENT — Scope and Sequencing of Topics:

The module, "Fostering Creativity", begins with an introduction listing objectives, rationale and a prospectus. The following seven procedures are then presented with supplementary material as indicated.

1. "Definition of Creativity" (4 pages, 15 minutes)-includes a bibliography of readings on creativity.

2. "Convergent and Divergent Thinking" (7 pages, 40 minutes)-includes application of each in classroom activities.

3. "Obstructions to Creative Thinking" (4 pages, 30 Minutes)- identifies problems in a classroom.

4. "Establishing Conditions for Creative Teaching" (5 pages, 55 minutes)-gives descriptions of classroom conditions.

5. "Principles of Creative Teaching" (3 pages, 90 minutes)-includes optional film "My Name is Children" -- a 60 minute b&w portrait of an open classroom. The film shows way of encouraging students themselves to make choices rather than imposing teacher points of view. This is a demonstration film with a guiding, non-didactic narration; its focus is students engaged in creative classroom activities.

6. "Instructional Materials and Creativity Research" (1 page)-includes optional administration for 2 separate tests: "Sounds and Images" and "Onomatopoeia and Images" through a two record set of narrations and audio stimuli. The tests are designed to measure and clarify the processes of creative thinking; they are available for two separate age levels, 1. elementary- high school 2. adults.

7. "Demonstrating Creative Teaching" (2 pages, 75 minutes) includes 5-step micro-teaching procedure implementing audio recordings of the teachers' work.

After these seven procedures, a 6-page consumable evaluation section will be found. In addition, there is a 15 page appendix with readings on creativity and creativity research in elementary schools. Finally, there is an 8-page annotated bibliography.

Sequence

Module's established sequence is recommended, but not necessary to follow in that order.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

The module is designed for use by at least 2 classroom teachers working as a team in the same building. It is suggested by the developer that 5 teams (or a total of 10 teachers) is ideal. Teachers follow the module sequentially as a guide, reading the content of each procedure, then through activities listed, apply concepts to the classroom. Evaluation and discussion among other participating teachers is emphasized, with provisions to launch such interactions.

The film, "My Name is Children", is an optional supplement to Procedure 5.

The test with record, "Thinking Creatively with Sounds and Words," is an optional supplement to Chapter 6.

3.2 Help given in use of product:

The module includes all the necessary instructions for administering it.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The six consumable pages of Pretest and Posttest include the planning, execution and analysis of a microlesson. These tests are self-administered, designed to implement material being studied.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Required resources include:

16 mm sound projector and screening room, and
Record player.

Recommended resources are

a teacher acting as coordinator (a person who has studied the materials).

Completion of module should require four three-hour sessions.

5.2 Distributor name/address:

Module:
Panhandle Area
Educational Cooperative
411 West Blvd., South
Chipley, Florida 32428
(904) 638-4131

Film:
Indiana University
AV Center
Bloomington,
Indiana 47401
(812) 332-0211

Test:
Ginn & Co.
191 Spring Street
Lexington, Massachusetts 10173
(617) 861-1670

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
FOSTERING CREATIVITY TOTAL:	$38.55	-	1/individual	Yes
consumable	.10	-	1/individual	No
"My Name is Children" (film)	-	$12	1/group	Yes
"Thinking Creatively With Sounds & Words" (includes test booklets)	$7.50 per set	-	1/per student	No
records, 2	$16.00 per set	-	1/group	Yes
and manual	$2.20	No	1/teacher	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This instructional module was funded through a grant from the United States Office of Education to the State of Florida Department of Education. The first edition was prepared by: Elizabeth Scudder, Tanya Roche, Dorothy Wilson and Josephine Rentsch in May 1969.

The optional Test/Record "Thinking Creatively with Sounds and Words" was developed by Paul Torrance, a prominent figure in the field of creative research at the University of Georgia.

6.2 How developed and when:

The State of Florida Department of Education contracts out the development of modules to inservice teachers on a local level. Through workshops and pooling of ideas, a group of teachers compile the fabric of these modules which are then incorporated into the cluster format, by Florida State University's Pauline Masterton.

6.3 Evidence of effectiveness with users:

The instructional module was extensively revised after field-testing by Dr. Don Bernard, Dr. Joseph Shea and Linda Zack in May 1970. Mr. Torrance and Mr. Khatena conducted extensive testing to develop and refine this product. Since it is a research edition, it continues to be evaluated in order to ensure greater effectiveness among users.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product's attempt (at clarifying the notion of creativity and at demystifying the idea behind it for teachers) might be rated as a good beginning step in the process of integrating creativity into classroom instruction.

Product seems geared to elementary teachers, but its ideas reach beyond to all levels of teaching.

The film and record/test are intended to enhance the product. However, it is clear they stand independent of the module; their relationship to it seems ambiguous. Teachers would be quite capable of selecting other audio visual materials or activities to complement this product.

Organization of the module could be far better.

Content accuracy/social fairness/community acceptance issues:

The module's content can't be categorized as right or wrong, therefore accuracy seems immeasurable. There are no problems with social fairness, ethnic or sex bias.

Content is not controversial.

Overall summary/comment:

The idea of creativity and finding a means to foster it is a subject in need of constant research and re-evaluation. This product has found some means by which teachers might encourage creative thinking. However, much seems to depend on the adaptability of the classroom and school administration and their adjustment to the vision of a teacher. Assuming these factors are amenable, the teacher will find the product helpful; in some instances it will inspire further possibilities to broaden the teacher's role.

KD 8/24/77